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| **YBK Photography Unit**  **LESSON** | **STANDARD TOPIC** | **OBJECTIVES** | **LESSON OUTLINE** | **TECHNOLOGY USED** |
| **LESSON 1 – Yearbook Photography (Types)** | **South Dakota CTE Content Standard 3:** Students will understand the relationship between visual arts and history, culture, and society.  \*Recognize the value of quality of pictures in yearbook production | Acquaint yearbook students with necessary background to assume positions as yearbook photographers (sports, academic, etc.) | \*Show some of the best pics from *Jostens Photo Contest*.  \*Photography 101 – Photo basics to build background about yearbook photography.  \*Review 2011 yearbook (small groups). Vote for top five. Group reports.  \*Oral Reports – Top photos selected. | SmartBoard/Photo Peach presentation of *Jostens Photo Contest.*  SmartBoard – PowerPoint (Photography 101) |
| **LESSON 2 – Camera Basics (equipment, checkout, responsibilities)** | \*Get to know the equipment.  \*Recognize the value of quality of pictures in yearbook production and become proficient in taking yearbook photos. | Introduce staff to different camera equipment.  Review the vocabulary for unit.  Discuss the procedures for checking out equipment. | \*Pretest – What do you know about camera equipment?  \*Introduce the vocabulary.  \*Watch video about new camera equipment.  \*Make assignments (pairs will research one of the cameras or lenses ybk staff will use). Prepare presentation. | SmartBoard (background, types of cameras and lenses)  YouTube Videos – Canon Tsi3  Computer/lens research project (Internet)  Cameras and lenses |
| **LESSON 3 – Camera Basics (student presentations about cameras and lenses)**  **LESSON 4 – Photo Composition** | \*Continue to build knowledge about ybk equipment.  \*Recognize the value of quality of pictures in yearbook production/ become proficient in taking yearbook photos.  \*Recognize the basics of photographic composition. | Students will take on the role of teacher (sharing background about one of the cameras or lenses that staff will use).  Introduce selected photo composition terms. | Student presentations  Handout – elements of photographic composition.  Partners will begin defining elements., then applying this knowledge to  Apply terms/analyze various photos provided.  Final discussion of quality photos that contain more than one element. | SmartBoard (as needed for presentations)  YouTube Videos  Computer/lens research project (Internet)  Cameras and lenses  SmartBoard  PowerPoint/Slideshare (Take Notice Photo Album)  Continue computer scavenger hunt from Day Two |
| **LESSON 5 – Photo Composition** | \*Recognize the basics of photographic composition. | Review photo composition terms, plus introduce additional ones | Photo show (elements introduced on day three).  Partners will finish defining elements and will then apply terms/analyze photos provided | SmartBoard  PowerPoint/Slideshare  Internet activity to select photos. |
| **LESSON 6 – Putting It All Together - Avoiding some common problems** | Recognize common photographic problems. \*Understand how light affects photography. | This day’s lesson focuses on common problems yearbook photographers face and how to avoid these (from planning to lighting, cropping, etc.) | What do you know? Skit by returning students.  Activity – Rank potential problem areas faced by yearbook photographers.  Use that to more fully discuss this topic.  Discuss final project (portfolio of photo collection – attached).  Wrap up and prep for photo quiz. (Review) | SmartBoard – problems  Video  Quiz on following day – Camera Checkout, Rules for Photographers (at events, etc.) |

**Overall Application of GANAG in Planning the Yearbook Photography Unit**

**Goal (objective) of the Yearbook Photography Unit–**Provide a crash course in photography so students can begin their jobs as yearbook photographers. First, the unit will introduce students to the different types of yearbook photography. One lesson focuses on the types of cameras and lenses to be used by the staff. Two days will be spent on elements of photographic composition. A final assessment will be used to determine additional training needs of the staff.

**Access Prior Knowledge –**Students enter yearbook with various types of photography experience. Some have completed Photography I or they currently may be taking Photo I or II. An early pretest will be valuable in more appropriately planning and guiding instruction.

**New Information –**Camera equipment and lenses. Elements of photographic composition (may have already studied some of these in fine art courses previously). Procedures for checking out school equipment.

**Apply information (practice, analyze) –**Daily exercises, plus final slide show created by yearbook partners.

**Summarize the Goal—Daily, as well as at the end of the unit.**

**Daily Planning Guide for the Yearbook Photography Unit**

**LESSON 1: (LESSON 1 – Yearbook Photography (Types)**

**STANDARD:**

**OBJECTIVES:** Acquaint yearbook students with the types of yearbook photography (sports, academic, etc.)

**ANTICIPATORY SET: (OPENING)** Show some of the best pics from *Warrior 2011.* SmartBoard/Photo Peach presentation of *Warrior 2011* photos (20-30 best pics).

**INSTRUCTIONAL PROCEDURE:** \*Show some of the best pics from *Warrior 2011*. \*Discuss types of yearbook photography.

\*Review 2011 yearbook (small groups). Vote for top five. Group reports.

**EVALUATION:** \*Exit card. One new piece of information.

**TECHNOLOGY USED:** SmartBoard/Photo Peach presentation of *Warrior 2011* photos (20-30 best pics). Voting (Use ??? for voting)

**WEB SITES USED:**

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**LESSON 2: (Camera Basics - equipment, checkout, responsibilities)**

**STANDARD:**

**OBJECTIVES:** Introduce staff to different camera equipment. Understand the vocabulary for unit. Follow the procedures for checking out equipment.

**ANTICIPATORY SET: (**\*Pretest – What do you know?**)**

**INSTRUCTIONAL PROCEDURE:**  \*Introduce the vocabulary for the unit. \*Watch video about new camera equipment.

\*Complete a computer scavenger hunt to learn about the yearbook cameras and lenses.

**EVALUATION: Post Test**

**TECHNOLOGY USED:** SmartBoard (background, types of cameras). Video – Canon Tsi3. Computers for scavenger hunt. Cameras and lenses.

**WEB SITES USED:**

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**LESSON 3: (**Recognize the basics of photographic composition.**)**

**STANDARD:**

**OBJECTIVES:** Introduce selected photo composition terms.

**ANTICIPATORY SET: (**Scavenger hunt results)

**INSTRUCTIONAL PROCEDURE:** Handout – 10 elements of photographic composition. Partners will define elements., then apply this knowledge.

Apply terms/analyze various photos provided. Select Internet images or personal images that reflect elements studied in this lesson.

**EVALUATION:** Discussion of quality photos that contain more than one element. Pair/share and report back to large group.

**TECHNOLOGY USED:** SmartBoard, PowerPoint/Slideshare, Internet activity to select photos.

**WEB SITES USED:**

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**LESSON 4: (**Recognize the basics of photographic composition. Dig deeper.**)**

**STANDARD:**

**OBJECTIVES:** Introduce selected photo composition terms for 2nd day of study

**ANTICIPATORY SET:**  Photo show (elements introduced on day three).

**INSTRUCTIONAL PROCEDURE:** Handout – (11-21) elements of photographic composition. Partners will finish defining elements and will then apply terms/analyze photos provided

**EVALUATION:** Discussion of quality photos that contain more than one element. Pair/share and report back to large group.

**TECHNOLOGY USED:** SmartBoard, PowerPoint/Slideshare, Internet activity to select photos.

**WEB SITES USED:**

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**LESSON 5: (Putting It All Together –Avoiding some common problems)**

**STANDARD:** Recognize common photographic problems.

**OBJECTIVES:** This day’s lesson focuses on common problems yearbook photographers face and how to avoid these (from planning to lighting, cropping, etc.)

**ANTICIPATORY SET:** What do you know? Skit by returning students.

**INSTRUCTIONAL PROCEDURE:** Activity – Rank potential problem areas faced by yearbook photographers. Use that to more fully discuss this topic. Discuss final project (portfolio of photo collection – attached

**EVALUATION: Review for photo quiz.** Quiz on following day – Camera Checkout, Rules for Photographers (at events, etc.)

**TECHNOLOGY USED:** SmartBoard – problems. Video

**WEB SITES USED:**

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| **South Dakota CTE Content Standard 3:** Students will understand the relationship between visual arts and history, culture, and society. |  | | Students will understand and use photography and graphic design to create visual elements in the yearbook. |
| **12.LVS. 1.2. Students can evaluate the interactions between society and media.** | |  | Participate effectively and appropriately in full-class discussions. Participate in cooperative groups. Take accurate notes during class and during interviews. Follow oral instructions. |
| **10.LVS. 1.1. Students can analyze visual and auditory impact on the credibility and reliability of the message.** | |  | Students can analyze visual impact on the credibility and reliability of the message. |
| **11.LVS.1.1. Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.** | |  | Students can evaluate strategies used in visual communications to inform and to entertain. |

**Photography Unit Objectives – Yearbook Course**

* Recognize the value of quality of pictures in yearbook production.
* Recognize the basics of photographic composition.
* Understand how light affects photography.
* Recognize common photographic problems.
* Prepare a photograph for submission.
* Learn the necessary steps for cropping photos.
* Understand how cropping can improve picture composition.
* Learn the necessary steps for cropping photos.
* Understand how cropping can improve picture composition.